



Negative Influence of School Environment on the Academic Performance of Students: A Case Study of the Kaduna State College of Education, Gidan Waya, Jema'a Local Government Area of Kaduna State, Since 2000

Hamza Nafiu¹, SABO Ugah Anche^{2*}, Diana Kwa'ala Dzarma³, Dogo Faith John⁴, Felix Alanza David⁵

^{1,2,3}Department of History

⁴Department of Primary Education Studies, Kaduna State College of Education, Gidan Waya

³PG Student, Federal University, Abuja

*Corresponding author, anchson88@gmail.com/ancheson88@yahoo.com

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Abstract

This study examined the negative influence of the environment on the academic performance of students: A case study of Kaduna State College of Education, Gidan Waya. The objectives of the study were to identify and analyse the negative influence of the environment on the academic performance of students. It also aimed to suggest measures to remedy the situation. The main instruments used in the collection of data were the questionnaires; the data collected were analysed manually, and the researchers used descriptive analysis, which included percentages. The findings of the study included, among others, the fact that poor school environments, such as poor seat/seating arrangements, poor ventilation, and a lack of recent books in the library, among others, have negatively influenced the students' academic performance in the Kaduna State College of Education, Gidan Waya. This research recommended, among others, a Policy that should be enacted and implemented towards the improvement of the school's environment by the Nigerian government through the country's Ministry of Education in general and the Kaduna State government through the Kaduna State Ministry of Education in Nigeria in particular.

Keywords: Influence, school, environment, academic, performance, students

Introduction

Environmental influence before now has not been considered one of the major negative influences on the academic performance of students, hence it has little or no attention in educational discourse and consideration. But over the past decades, the correlation between the environment and the academic performance of students cannot be overemphasised. The environment plays a pivotal role in the life of every individual, whether a student, teacher,

employer or employee. Though some people are yet to believe that the environment brings about better performance.

Udoh (1980), in his article "The Environmental Health Problems in Nigerian Schools", identified some unhealthy practices in our schools, which include: inadequate facilities, poor ventilation, etc. Most of our schools, especially the higher institutions in Nigeria, are affected by the environmental influence, which will in turn reflect on students' academic performance. Therefore, for the student to carry out his/her learning process effectively and efficiently, it is necessary that learning takes place in a conducive environment.

Studies have shown that the environment has, to a very large extent, affected both the physical and psychological potential of an individual. Thus, this led to the contention that many students fail to develop their potential due to inadequate environmental stimulation. However, there are some environmental issues which have contributed to the poor academic performance of students which include; home background, inadequate school facilities, misuse of technology such as internet and school climate, student-teacher relationship, classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers and others are variables that affect students' academic performance in schools (Ajayi 2001 and Oluchukwu 2000). Hence, the school environment remains an important area that should be studied and well-managed to enhance students' academic performance.

The problem of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves. The quality of education not only depends on the teachers, as reflected in the performance of their duties, but also on the effective coordination of the school environment (Ajao 2001). The school environment, which includes instructional space planning, administrative places planning, and the teachers as well as the students themselves, is essential in the teaching-learning process. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, and the availability of instructional facilities and accessories. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate emancipation, an effective teaching and learning process and academic performance of the students.

The physical characteristics of the school have a variety of influences on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor academic performance and higher absentee rates (Frazier, 2002; Lyons, 2001; Ostendat, 2001). These lead to higher levels of frustration among teachers and poor learning attitudes among students. Beyond the direct effects that poor facilities have on students' ability to learn, the combination of poor facilities which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behaviour by students, including poor concentration and hyperactivity, lethargy or apathy, creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common precursors to lowered teacher enthusiasm, the aforementioned characteristics of school facilities may affect the academic performance of students.

Hence, it is pertinent to critically look at the negative influence of the school environment on the academic performance of students, a case study of the Kaduna State College of Education, Gidan Waya. Taking serious measures, the will to implement such measures can help improve and curb some of the environmental issues that pose a big threat to the academic institution and making some recommendations as a panacea is paramount because at the very heart of our educational mission is the goal of improving academic performance.

Statement of Research Problem

This study examined the influence of the environment on the academic performance of students at Kaduna State College of Education, Gidan Waya.

In recent times, it has become a common phenomenon to read or hear incidents of student involvement in anti-social behaviour such as teenage pregnancy/parenting, child abuse, alcohol intake, drug abuse, rape, prostitution, sexual perversion, stealing, cultism, adolescent suicide, school dropout and all kinds of wanton misdemeanour. Sad to say, these are some of the bad influences on the academic performance of students observed generally, but in recent times, the environment has posed a big challenge to the educational sector, which is being neglected generally and particularly, the Kaduna State College of Education, Gidan Waya, which is the case study of this research work. Many have agreed that deviant acts perpetrated by students in higher education are responsible for the downward turn in academic performance and antisocial adjustment of these students.

In light of the overall challenge of the influence of the environment on the academic performance of students, this study set out to examine the negative influence of the environment on the academic performance of students in the Kaduna State College of Education, Gidan Waya.

Purpose of the Study

The purpose of this study is to investigate the influence of the environment on the academic performance of students of the Kaduna State College of Education, Gidan Waya. In particular, the research is aimed at accomplishing the following:

- 1) To determine the extent to which the environment can negatively influence the academic performance of students of the Kaduna State College of Education.
- 2) To identify factors within the learning environment that negatively influence students' academic performance in the Kaduna State College of Education.

Significance of the Study

The study will be beneficial to the individual, teacher, school management, parents, government and society in the following ways:

- a) The findings and recommendations of the study will inform students and help them understand the manifestations of the influence of the environment on their academic performance.

- b) This study will help teachers to easily identify a student who exhibits behaviours that reflect the environmental influence (negative).
- c) Parents will benefit from the knowledge of social problems, which will enable them to identify and associate with their children with the intent of solving the perceived problems.
- d) School management will be encouraged to pay more attention to their school environment and to see the need to make it conducive to learning.
- e) Relevant information on the negative influence of the environment on the academic performance of students will help the government to take proactive measures, which may include enacting laws that will ensure making provision of a conducive environment for teaching and learning.
- f) This study will create awareness of the negative influence of the environment on the academic performance of students. This awareness is expected to generate concerns for a majority of people and stakeholders in society, as well as the educational sector.

Aim and Objectives of the Study

This study aims to help us easily identify the negative influence of the environment on the academic performance of students generally, and particularly the students of Kaduna State College of Education, Gidan Waya.

The objectives of this study include:

- (a) To identify some of the environmental factors negatively affecting the academic performance of students.
- (b) To determine whether there is a significant relationship between environmental influence and the general performance of students.
- (c) To find out whether, aside from the environmental factors if the school management and the government are supporting the growth of the school and extension, influencing the students' academic performance positively or negatively.

Research Question

Environmental influence has been a challenge to many aspects of education and learning. This challenge has been present for decades, except for the fact that educational stakeholders and the government have to pretend to be blind and give it a deaf ear. The following are the research questions:

- a. To what extent do the school buildings affect the academic performance of students of public secondary schools?
- b. To what extent do library services affect the academic performance of students in public secondary schools?
- c. How does school location affect the academic performance of students?
- d. To what extent do the school facilities affect students' academic performance in public secondary schools?

Scope and Limitation of the Study

The study covers the influence of the environment on the academic performance of students at Kaduna State College of Education, Gidan Waya, from 2000 to date.

Aside from the time frame and shortage of finance, the major limitation is to cover all the college students in the Kaduna State College of Education, Gidan Waya.

Conceptual Clarification of Terms.

i) Academic Performance: this is the behaviour of a student that can be directly observed by evaluating what he/she has learnt during a course of study. These behaviours can be measured through class, homework or class participation.

ii) Academic: this is a word related to a teacher or a student in an educational environment.

iii) Performance: The Merriam-Webster dictionary defines performance as something that is being accomplished.

iv) Negative: this is an instance where one does not expect any good things or is likely to consider only the bad side of a situation.

v) Influence: this is the act or power of producing an effect without apparent exertion of force or direct exercise of command, or corrupt interference with authority for personal gain.

Review of Related Literature

To give this a solid standing, this chapter reviews relevant and related literature or works of various researchers to relate their work to this study.

School environmental problems are often internal and, to a large extent, include the external conditions of the school, especially of the higher institution of learning, which influence students' academic performance negatively. These conditions range from climate, facilities, and resources within the school that influence the students' academic performance. Environmental factors largely affect both the physical and psychological potentials of the student or an individual. Ado (2015) indicated that there is a significant difference between the mean performance of students taught in an ideal learning environment and that of students taught in a dull learning environment.

An environment is the natural surroundings of an organism, and it can be land, air or water (Asogwa 2008). According to Onyehalu in Okeke (2001), the environment is of three parts, namely: physical, social and abstract. The physical environment is objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, and clubs, among others. While the abstract environment is the reactions and feedback responses received on interaction with others.

For a learning environment to be ideal, learning components such as furniture, ventilation, and thermal comfort must be provided (Bosque & Dore, 1998). In addition, Fraser and Fisher (1982) examined the normal

learning climate. They proposed 680F to 740F as the required learning temperature. Although Lizzio et al (2002) noted that optimal learning climate varies from the region of a country and with the seasons of the year. So, the usage of actual learning environments varies according to different types of schools and societies. Nevertheless, it is indeed a well-known fact that academic performance among students is greatly influenced by several components of the learning environment as revealed by various research works (Akinsola, Tella & Tella, 2007).

A Study by Hezekiah Otieno Omolo, et al 2020 in Sammeni 2018) indicated that staff offices and classroom spaces for teaching students represented the major areas that largely affect the academic achievement of students in school buildings. The study further revealed that desks, current books, and the use of library assistants constituted the areas of influence on the academic achievement of the students concerning library services in public schools.

The sub-topics discussed in this review include the following

- i. The Concept of Environment.
- ii. The Concept of the School Environment.
- iii. The Concept of the School Building
- iv. The Concept of Library Services
- v. The Concept of the School Location
- vi. The Concept of the School Facilities

Concept of Environment

An environment is the natural surroundings of an organism, and it can be land, air or water (Asogwa 2008). According to Onyehalu in Okeke (2001), the environment is of three parts, namely: physical, social and abstract. The physical environment is objects or materials found in the home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, and clubs, among others. While the abstract environment is the reactions and feedback responses received on interaction with others. The environment is the physical world inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu – the physical environment as modified by human action (Ofomata 2004). It could also be seen as things around the child that he might perceive or that might have some effect on him. It can be viewed as all systems of air, land, water and life that surround the man.

In other words, the environment is the total of all the external conditions which may act upon an organism or community to influence its development or existence. For example, the surrounding air, light, moisture, temperature, wind, soil and other organisms. As for Monkhouse, in Ofomata (2004), it is the whole sum of the surrounding external conditions within which an organism, a community or an object exists.

Concept of School Environment

The school environment consists of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students' pride in their schools and their interest in staying in school (Mgbodile 2004). Belanger (1996), writing on the importance of a learning environment, stated that people's educational life histories are influenced not only by the provision of learning opportunities but also by the quality of the environment where they live or learn. Continuing, he stated that learning is more than

education provision and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their competency.

Clark (2002), citing Bruner (1966) on the importance of the learning environment, strongly stated that: "Growth depends upon internalising events into a storage system" that corresponds to the environment; it is this system that makes possible the child's increasing ability to go beyond the information encountered on a single occasion. He does this by making predictions and extrapolations from his stored model of the world".

The school environment, which includes classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching method, and peers, these are variables that affect students' academic achievement (Ajay, 2001 and Oluchukwu, 2000). Hence, the influence of the environment remains an important area that should be studied and well-managed in higher institutions to enhance students' academic performance. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves.

Concept of School Building

The quality of school buildings plays a vital role in students' academic achievement. Lewis (2000) tried to identify the independent effects of school building quality in a study of test scores and found that good facilities had a major impact on learning. Edward (1992) observed that disciplinary incidents increased in schools with better buildings. This may be caused by the strict discipline standards in these schools, among other factors. Earthman (1995) supported this when he pointed out that schools with lower-quality buildings had fewer disciplinary incidents than schools that were rated higher on the structural components. School buildings that can adequately provide a good learning environment are essential for student success. Old buildings do not have such features as control of the thermal environment, adequate lighting, a good roof and adequate space that are necessary for good learning (NCES, 2000). This may be because they are not functioning due to poor maintenance. The older building does not have the main attribute of a modern building that is associated with a positive physical environment conducive to student learning (Earthman & Lemaster, 1996). Clark (2002) quoting Sommer (1969) in his discussion on a school building designed for learning states that: "If the recitation and reproduction of lessons are considered the chief aim of teaching, the traditional equipment of the classroom is perhaps sufficient but if teaching is guiding children to do their thinking, purposing, planning, executing, and appraising, as recent educational philosophy maintains, then the classroom becomes a workshop, a library, a museum, in short, a learning laboratory".

The structure of the building has also been viewed as an important factor in a school environment, which can influence the health, happiness and academic achievement of students.

Library Services

The library is at the heart of the education enterprise. The library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books and journals (FRN, 2004). It is a storehouse of resources and, as such, provides many more opportunities for the learner to acquire the knowledge, which facilitates achieving greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Edoke (2000) sees the library as a resource centre where a collection of books, periodicals, and book materials is housed for use by teachers and researchers for learning,

study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between school libraries and academic performance. Keith (2000) reports that schools with well-equipped libraries perform higher than schools where libraries are less developed. Libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students' learning (Aguolu 2002). An effective school library gives a foundation for self-education necessary for facing the challenges of higher education. The role of the library is also reflected in the National Policy on Education (FRN, 2004), which states that libraries constitute one of the most important educational services, and proprietors of schools shall provide functional libraries following the established standard. They shall also provide for the training of librarians and library assistants for this service. The quality of school library services makes a difference in academic achievement (Library Research Service, 2000). If properly organised and utilised, it encourages students' interest in reading and learning, hence it is said that the library is the centre for a balanced diet for a learner. Libraries exist only because of books and people's desire to read them. It is in line with this that the National Centre for Education Statistics (2000) reports that the more students read, the higher they will score on almost any measure in any discipline. Library Research Service (2000), libraries don't make a difference in learning if they are merely warehouses of outdated stuff, a place to drop students when teachers have their planning periods or when staffed only by paraprofessional or clerical staff members.

Concept of School Location

The influence of school location on the achievement of students in public secondary schools has been a concern of many educationists. Bello in Ezeh (2008) opined that school locations are known to influence the students' learning through the quality of teaching staff, class size and availability of infrastructure. The choice and location of the school site have been indispensable aspects of any effective school planning. This is so because it is the site that can influence the type of school to be built and the quality and quantity of the buildings. A child's environment, is rural or urban, exerts considerable influence on his intellectual development. Okonkwo (1997) pointed out that schools in rural areas are likely to face the problem of poor academic achievement due to the inequality in the provision of human and material resources required for positive educational achievement. This in turn will perpetuate inequality of access to education, provision of an adequate number and quality of teachers, contents and methods of teaching. An urban child has an edge over the rural ones in terms of "life chances" such as better education and the socialisation pattern Ajeh, 1990). Three social classes exist-higher, middle and lower social classes. The urban, higher and middle classes, through improved "life chances are exposed to a better environment with access to libraries, adequate space, continuation classes and mass media. Rural children are hardly exposed to those facilities because they are mainly from lower social classes. As a result, children from this background have low academic achievement. Uche in Okeke (2003) contends that, in terms of facilities and structures, urban schools are worse because of very high enrollment figures. In urban schools, the facilities are grossly inadequate, making it necessary to run a sort of shift system, especially in primary schools. This has been strongly condemned as it does not make for effective teaching and learning. Stressing the urban/rural inequality, Okon and Anderson in Ajeh (1991) noted that because of the lack of social amenities in a remote rural area, the teachers sent there do not like to stay; even if they agree to work, they prefer to live in towns and shuttle to such areas. Ezema (1996), quoting Mood (1985), said that the teacher is one of the most important factors in the child's environment that influences his academic performance. Some experts in the field have agreed that rural secondary schools are poorly staffed, with few professionally qualified teaching personnel. This poor staffing of rural secondary schools must have accounted for the better performance of urban secondary schools. Broomhall and Johnson (1994) conclude that rural students perform less than urban students on a standardised test of educational achievement. This may be due

to educational expenditures, which are smaller in rural areas.

School Facilities

School facilities are the cornerstones of the education system. They are essential ingredients in the effort to realise effective teaching and learning outcomes. Hinum (1999) asserts that the quality of facilities has an impact not only on educational outcomes but on the well-being of students and teachers. Adebeyeje (1994) and Ayodele (2004) have pointed out that the availability of adequate chairs, desks and other facilities is necessary for the accomplishment of any educational goals and objectives. They revealed that effective management of school facilities brings about the development of educational programmes and facilitates the educational process. It also results in boosting the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. In the same vein, Hinum (1999) also report that there is a significant relationship between students' achievement and the condition of the built environment. The report on primary education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) shows that chalkboards and chalk were the only materials reported as being adequately available in the schools. The introduction of Universal Basic Education (UBE) has increased enrolment in primary school from 17.9 million in 1999 to 19.2 million in 2000 and 19.4 million in 2001 (FME, 2003). This increase translates to demand for more places at secondary schools, resulting in overstretching of the existing physical facilities. Investment in education entails the provision of the necessary infrastructure and facilities that could lead the system to the desired goals and objectives (Umoru-Onuka 2004). Adegboyega (2002) observed that little attention is paid to education in terms of funding, and this money is spent on recurrent expenditure, leading to the deterioration of the existing facilities.

Research Methodology

This research set out fundamentally to study the influence of the environment on the academic performance of students at Kaduna State College of Education, Gidan Waya.

Research Design

The study employed the use of a descriptive survey design. The choice of descriptive design is the appropriate sociological research design for measuring the attitudes and behaviour of a large number of people. Since it is seldom possible to question everyone concerned with a certain social problem, a sample is therefore used.

The descriptive survey design is therefore used to examine the influence of the environment on the academic performance of students at Kaduna State College of Education, Gidan Waya.

Population of the Study

The population of the study sample is two hundred (200) students, comprised of randomly selected students from the College of Education, Gidan Waya of Kaduna State.

Sampling and Sampling Techniques

The stratified sampling technique was used to select samples for the study. The sample of students comprises two hundred (200) selected from five different departments in the school of

arts and social sciences, with forty (40) students each from five departments, making a total of 200 students.

The sample was gender-based in each department, though a total of 120 respondents were male, while 80 were female, were selected which total is two hundred 200, with each gender sampled covering one hundred.

Instrumentation

The researchers utilised the questionnaire as the instrument for eliciting information from the respondents. The questionnaire is designed to reflect the hypothesis, research question and objective of the study.

The responses to the questions enabled the researchers to collect the necessary data for the study.

Instrument Validity and Reliability

The instrument and reliability of the instruments mentioned above are not in doubt and are therefore reliable and valid. To ascertain the validity of the instrument, the questionnaire was drawn with input from the supervisor and the educational experts. Moreover, the option of textbooks, which is another instrument used in this research work, could be misconstrued by the writer(s); however, the source is cross-checked with the questionnaires.

Administration of Instrument

A total of two hundred (200) copies of the questionnaire were administered to students in the Kaduna State College of Education, Gidan Waya. The researchers administered the questionnaire within the school for one month (1) for the research work. The researchers were able to retrieve all questionnaires administered to the respondents.

Method of Data Analysis

Data are collected only from the sample, and we intend to use these sampled data to make inferences about the entire population. The data were obtained through the process of administering a questionnaire, which was done by converting the frequency of responses to percentages.

Numerical data from "Likert" scoring techniques presented a simple bar chart to present the various problems and their frequencies as they evaluated the effects of mass media on senior secondary school students.

$$\text{Percentage of Responses (PR)} = \frac{\text{Frequency}}{\text{Number}} \times 100$$

$$\text{Percentage of Response (PR)} = \frac{\text{No of response}}{\text{No of questionnaires}} \times 100$$

F = Frequency of responses or the number of responses of sex, class and age of the respondents.

N = the Total number of respondents in the schools of the total number of questionnaires. The data collected enabled the researcher to evaluate the percentage of various effects of social media on the academic performance of the senior secondary school. The data collected earlier would be analysed using the table and mathematical calculations. This primary data analysis will be done using a simple percentage.

Simple percentage involves determining the percentage of responses using the formula: $\frac{x/n}{n} \times 100\%$, where x = frequency of responses, N = Total number of responses.

Presentation and Analysis of Data

This section presents the data and interpretation of the results of research carried out at Kaduna State College of Education, Gidan Waya. The research questionnaire was administered concurrently to two hundred respondents at Kaduna State College of Education, Gidan Waya.

The questionnaire is sectionalized into two related perspectives. The first section comprises the socio-demographic characteristics of respondents, while the second focuses on the respondents' recommendations. The data was analysed based on the total outcome of responses provided by the respondents, using frequency distribution and simple percentage rate.

Data Presentation

The data for this research are analysed using the percentage approach, while analysing the data gathered, the data tabulated, and a presentation will be applied. The total number of respondents and their makeup are shown under the "response" column, while the total percentage and their makeup are shown under the "%" column. The options for each question will be shown under the "option" column.

Demographic Profile of the Respondents

The target population was two hundred students of Kaduna State College of Education, Gidan Waya. The data collected on the demographic characteristics of the respondents were analysed, and the results obtained are shown below:

Analysis of Respondents' Data

Sex and Level

Table 1: Distribution of respondents by gender and level of students

Gender	Frequency	Percentage	Level	Frequency	Percentage
Male	120	60%	100L	50	25%
Female	80	40%	200L	70	35%
			300L	80	40%
Total	200	100%		200	100%

Table 1: Shows that most of the respondents are males, with 120 representing 60% while the female respondents are 80, representing 40%. The above table shows the distribution of respondents by gender and level of students of the Kaduna State College of Education, Gidan

Waya.

Table 2: Shows the extent to which school buildings negatively influence the academic performance of students.

Statement	SA	A	N	D	Total	Percentage %
Shortage of offices for staff	50 25%	80 40%	30 15%	40 20%	200	100%
Shortage of classroom spaces for teaching students	70 35%	90 45%	20 10%	20 10%	200	100%
Dilapidated school hostels/dusty environment	90 45%	85 42.5%	25 12.5%	0 0%	200	100%

SA = Strongly Agreed

A = Agreed

N = Neutral

D = Disagreed

Table 2: This table shows that 50 respondents representing 25% strongly agreed and 80 representing 40% agreed shortage of offices for staff has a negative influence on the students' academic performance. 30 representing 15% were neutral, and 40 representing 20% do not subscribe to it.

On the other hand, 70 respondents representing 35% strongly agreed and 80 representing 40% agreed and thought that there is a shortage of classroom spaces for teaching students affects students' academic performance. 20 representing 10% were neutral, and 20 representing 10% do not agree with that. While;

90 respondents representing 45% strongly agreed and 85 representing 42.5% agreed and thought that school hostels out of use (dilapidated) also have a negative influence on the students' academic performance. 25 representing 12.5% were neutral, and 0 representing 0% do not agree with that. Hence, it is clear from the responses and percentages shown above that school buildings negatively influence students' performance at the Kaduna State College of Education.

Table 3: Showing the extent to which library services negatively influence the academic performance of students.

Statement	SA	A	N	D	Total	Percentage %
Insufficient reading space/seat for use in the library	90 45%	80 40%	20 10%	10 5%	200	100%
Absence of current materials/books for students in the library	90 45%	100 50%	10 5%	0 0%	200	100%
Poor attitude of library assistants to help and guide students	80 40%	100 50%	0 0%	20 10%	200	100%

Table 3: This table shows that 90 respondents representing 45% strongly agreed and 80 representing 40% agreed and thought that there is an insufficient seat in the school library, which have a negative influence on

the students' academic performance. 20 representing 10% were neutral, and 10 representing 5% do not agree.

While 90 respondents representing 45% strongly agreed, and 100 representing 50% agreed and the opinion that current materials/books are absent for students in the library has a negative influence on the students' academic performance. 10 representing 5% were neutral, and 0 representing 0% do not agree.

On the other hand, 80 respondents representing 40% strongly agreed, and 100 representing 50% agreed, and the opinion that the library assistants have a poor attitude to help and guide students is a major effect on the students' academic performance. 0 representing 0% were neutral, and 20 representing 10% do not agree. It is pertinent to state, based on the responses and percentages shown above, that library services negatively influence the academic performance of students.

Table 4: Shows how school location negatively influences the academic performance of students.

Statement	SA	A	N	D	Total	Percentage %
Absence of a good and standard bookshop within and outside the school	70 35%	90 45%	10 5%	30 15%	200	100%
Limited access to reading materials near or around the school	85 42.5%	75 37.5%	30 15%	20 10%	200	100%
Teachers'/students' inability to have access to reading materials	80 40%	100 50%	0 0%	20 10%	200	100%
The bad road network within and outside the school	85 42.5%	95 47.5%	0 0%	20 10%	200	100%
Absence of facilities such as banks, a good hospital, stable electricity, water, and others	90 45%	95 47.5%	5 2.5%	10 5%	200	100%

Table 4: This table shows that 70 respondents representing 35% strongly agreed and 90 representing 45% agreed and thought that the absence of a good and standard bookshop within and outside the school has a negative influence on students' academic performance. 10 representing 5% were neutral, and 30 representing 15% do not agree.

85 respondents representing 42.5% strongly agreed, and 75 representing 37.5% agreed and the opinion that limited access to reading materials near or around the school affects students' performance. 30 representing 15% were neutral, and 20 representing 10% do not agree.

80 respondents representing 40% strongly agreed, and 100 representing 50% agreed and the opinion that teachers'/students' inability to have access to reading materials affects students' academic performance. 0 representing 0% were neutral, and 20 representing 10% do not agree

While 85 respondents representing 42.5% strongly agreed, and 95 representing 47.5% agreed and the opinion that bad road networks within and outside the school have a negative influence on the students' academic performance. 0 representing 0% were neutral, and 20 representing 10% do not agree.

On the other hand, 90 respondents representing 45% strongly agreed, and 95 representing 47.5% agreed and

the opinion that the absence of facilities such as banks, good hospitals, stable electricity, water, and others negatively influences students' academic performance. 5 representing 2.5% were neutral, and 10 representing 5% do not agree. The responses and percentage of the respondents above are a clear indication of how the school location negatively influences the academic performance of the students.

Table 5: Showing the extent the which school facilities negatively influence students' academic performance

Statement	SA	A	N	D	Total	Percentage %
Provision of teaching aids by the staff/school	20 10%	60 30%	0 0%	120 60%	200	100%
Electric generators for hostel/classroom usage	0 0%	0 0%	30 15%	170 85%	200	100%
Well-equipped laboratories/equipment	20 10%	40 20%	10 5%	130 65%	200	100%
Use of projectors in the classroom	0 0%	10 5%	20 10%	170 85%	200	100%
Good sporting facilities	20 10%	45 22.5%	5 2.5%	130 65%	200	100%
Standard school health facilities/personnel	30 15%	10 5%	10 5%	150 75%	200	100%

Table 5: This table shows that 20 respondents representing 10% strongly agreed and 60 representing 30% agreed and believed that there is the provision of teaching aids by the staff/school during teaching while 0 representing 0% were neutral and 120 representing 60% disagrees that there is no provision of teaching aid during teaching which has a negative influence on students' academic performance.

0 respondents representing 0% and 0 representing 0% neither strongly agreed nor agreed on the opinion that there is a provision of electric generators for hostels/classrooms usage, 30 representing 15% were neutral, and 170 representing 85% do not agree that electric generators are provided for hostels/classrooms, which also has a negative influence on students' academic performance.

20 respondents representing 10% strongly agreed, and 40 representing 20% agreed, and the opinion that the school have a well well-equipped laboratories/equipment. On the other hand, 10 representing 5% were neutral, and 130 representing 65% do not agree that the school laboratories are not well equipped, which has a negative influence on the academic performance of the students.

While 0 respondents representing 0% strongly agreed and 10 representing 5% agreed, the opinion was that the staff should use protectors in the classroom. 20 representing 10% were neutral, and 170 representing 85% refute the claim, which has a negative influence on the student's performance.

On the other hand, 20 respondents representing 10% strongly agreed and 45 representing 22.5% agreed that there is a good sporting facility in the school. 5 representing 2.5% were neutral, and 130 representing 65% do not agree that there is a good sporting facility in the school, which also affects student academic performance due to the lack of extra-curricular activities.

30 respondents representing 15% strongly agreed, and 10 representing 5% agreed, and the opinion that the school have standard health facilities/personnel. On the other hand, 10 representing 5% were neutral, and

150 representing 75% do not agree that the school a standard health facilities/personnel, which has a negative influence on the academic performance of the students. Thus, the responses and percentage of the respondents above on the extent the school facilities negatively influence the academic performance of the students.

It is therefore important to note that, to have an effective teaching and learning environment, it is important to have a combination of some factors which influences students' academic performance which among others include: the classroom size and lighting, seats and sitting arrangement, the classroom climate, good ventilation, teaching aid/facilities, well-equipped laboratory, good library services with recent books. Thus, students' academic performance is tied to these factors of the learning environment. In the course of this study, the results show that students' academic performance is influenced by a good environment. In other words, the absence of a conducive learning environment negatively influences the academic performance of the students.

Summary, Conclusion and Recommendations

This aims at focusing on the summary of the work, and a conclusion will be made based on the findings. The chapter also makes a recommendation and discusses the implications of the findings, and makes a suggestion for further studies.

Summary

This study sampled two hundred (200) students of the Kaduna State College of Education, Gidan Waya, from five (5) randomly selected departments of the school of arts and social sciences, and forty (40) respondents were selected from each of the departments. To investigate the negative influence of the environment on the academic performance of students taking the Kaduna State College of Education as a case study, the instrument deployed for the study was the questionnaire. The result showed that the school environment negatively influences the academic performance of the students.

Conclusion

The study set out to examine the negative influence of the environment on the academic performance of students using the Kaduna State College of Education as an area of study.

It is therefore the conclusion of this study that, to have an effective teaching and learning environment, it is pertinent to have a conducive environment where teaching and learning will be effectively delivered in our institutions of learning, generally and the Kaduna State College of Education in particular. A combination of some factors which influence students' academic performance includes: the classroom size and lighting, seats and sitting arrangement, the classroom climate, good ventilation, teaching aid/facilities, a well-equipped laboratory, good library services with recent books, provision of hostels with social amenities, among others. Hence, in the course of this study, the results show that students' academic performance is influenced by a good environment. In other words, the absence of a conducive learning environment negatively influences the academic performance of the students.

Recommendations

Based on the results obtained and the analysis of the findings, the researcher would like to forward the following recommendations for further studies.

- 1) The educational stakeholders should work to see that the learning environment conforms to the UNESCO standard.
- 2) Government/management of schools should improve the condition of the classroom by providing electric fittings, besides renovations of schools to make the teaching-learning environment comfortable for both teachers and learners.
- 3) Office accommodations to be provided for teachers to enable them to have appropriate space and time for their lesson preparations and other related academic activities.
- 4) Efforts should be made by stakeholders to provide schools with functional libraries, well-equipped with current reading reference materials.
- 5) The study recommends that to avert the problem of negative influence on the academic performance of students in schools, the government and other stakeholders should invent new policies and strategies to improve the school environment.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship and publication of this article.

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